**Lanee Hardwell**

**November 4, 2017**

**Science Mid Term Lesson Plan**

**Topic** – Uses of Water   
**Subjec**t – Science, Social Studies  
**Grade Level** – 2

**Duration:** 45 minutes

**Objectives:** Students will be able to: State how water can be used; write the correct uses of water on a chart; state the importance of water.

**Concepts:** Natural resource, Importance, Value, Need.

**Lesson Content**: The uses of water: washing, fishing, sailing, bathing, etc.

**Teaching/learning strategies**: Discussion, brainstorming, question and answer with/without stimulus.

**Social Studies/Writing processes**: Providing explanations, addressing values/attitudes, promoting inductive reasoning.

**Resources/Materials**: Container with water, chart showing water being used, and word cards with uses of water.

**Introduction**: Teacher introduces the lesson by presenting students with a container of water and asks students about various ways in which the water can be used.

**Procedures:**

1. Students will demonstrate their answers.
2. Student responses are written on the white board. Responses are reviewed and students are asked to say if there are any other uses besides those given. A brief discussion is held.
3. Teacher shows the chart and asks students to say what they see. As students identify the various actions being performed, the word cards are placed beside them. Questions about the different scenes are asked.
4. Students will be asked to take a closer look at the chart and say if they see any bad uses of water. A brief discussion is held about how water can be misused.
5. Students will be asked to say why water is important and why it is necessary for us to have clean water.

**Closure:** There will be a review of the lesson through discussion: how water is used, how water can be misused, and importance of having water.

**Evaluation/ Rubric:** Student responses. (The uses of water; drinking, fishing, bathing, sailing, sharing, wasting, cleaning, washing, cooking.)

**Rubric - Identification of Uses of Water and Importance**

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| **4** | **Excellent.** Student will correctly identify at least 3 uses of water and give a detailed explanation of the importance of water |
| **3** | **Adequate response.** Student will correctly identify at least 3 uses of water, but they may inadequately explain one of the importance of water. |
| **2** | **Basic response.** Student will identify at least 2 uses of water with a basic explanation of the importance. |
| **1** | **Inadequate.** Student may identify some uses of water, but explanations of the importance are missing or incorrect. |
| **0** | **Did not try** |